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ASSIGNMENT BOOKLET
SST2772 Social Studies 20-2
Module 5 Assignment

FOR STUDENT USE ONLY

Date Assignment Submitted:

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Student File Number:

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Module Number: _____

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Assigned
Teacher: _____

Assignment
Grading: _____

Graded by: _____

Date Assignment Received:

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Teacher's Comments

Teacher

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- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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SOCIAL STUDIES 20-2

Learn  veryWare

Nationalism



Module 5 The Impact of Internationalism Assignment Booklet

 envision

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1: Lesson 1	check with your teacher 40 or 35	
Section 1: Lesson 2	30	
Section 1 Challenge	15	
Module 5 Challenge to Take Action	20	
	total varies	

Teacher's Comments

Social Studies 20-2
Module 5: The Impact of Internationalism
Assignment Booklet
ISBN 978-0-7741-3156-8

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MODULE 5 ASSIGNMENT BOOKLET

The assignments in this assignment booklet will be submitted for grading. Answer each question in the space provided, or go to where you are directed.

MODULE 5: SECTION 1: LESSON 1

Why Are We in Afghanistan?

In the chart which follows, you have been given an example in the “Goals of Canada” column. This information was gathered by going to a search engine and typing “Afghanistan,” followed by “gc,” “ca” and then “canada.” You have been provided with key points of these goals and some pros and cons of these aims.

In the following columns, type in “Key Points” for at least four items and a minimum of three items for both the “Pros” and “Cons” columns. For the headings in the left columns from “Afghanistan” to “Education in Afghanistan,” you should be able to find sufficient background “Site” data by going to “Canada in Afghanistan.”

Your teacher will decide if this assignment will be marked and, if so, will provide you with a scoring guide or rubric.

	Site	Key Points	Pros	Cons
Goals of Canada Example		<ul style="list-style-type: none"> • Provide jobs, education and essential services to the area • (i.e., water) • Provide humanitarian support to those in need. • Maintain a secure environment and provide law and order by building Afghan police • Enhance security along the Pakistan-Afghanistan borders. 	<ul style="list-style-type: none"> • repairing the schools in the area will allow children access to education • rehabilitation of water source • food aid to the vulnerable people of drought area • so one day people will return to the area • training of Afghan army to be able to govern themselves and protect citizens 	<ul style="list-style-type: none"> • 120 million dollars earmarked for job training, essential services • 50 million towards rebuilding Dahla Dam • 111 million dollars in aid for food, inoculations • 99 million dollars for retraining and mentoring, no guarantees that it will hold. • cost in lives of military people

Afghanistan				
Canada's Military in Afghanistan				
Afghanistan by the numbers				
What do the Afghanistsans think?				

Afghanistan Heroin Producers				
Joint Operations with the United States				
Causalities				
Women of Afghanistan				

IMF in Afghanistan	Go to a search engine and type in "imf," "org," "external," "work."			
Development fund for Women	Go to a search engine and type in "Afghanistan," "unifem," "org," "index."			

Afghanistan: Stay or Go?

Written Editorial (40 marks); Vodcast (35 marks)

For this assignment you have the option of completing either a vodcast or a written editorial. Whichever option you choose, you must respond to the following questions related to the Rex Murphy excerpt: What do you think? Should we stay or should we go? Why?

If you have chosen the written editorial, your response should be well thought out, but no longer than 500 words. Address the main issue and support your arguments for or against it. Place this response in this Assignment Booklet. If you have chosen to do a vodcast, it should be five-minutes long and contain numerous graphics and/or jpegs that support your view. Note the editorial rubric and the vodcast rubric which follow. A space for the written editorial is located after the vodcast rubric.

Your teacher will mark your assignment. Be sure to notify your teacher when the assignment is complete.

Editorial Rubric

40 marks

Category	5	3	2
Appeals	The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer attempts to make the reader care about the topic but is not really successful in this effort.
Support	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.
Topic	There is one clear, well-focused topic. The main idea stands out and is supported by detailed information.	The main idea is clear but the supporting information is general.	The main idea is somewhat clear but there is a need for more supporting information.
Conventions	The writer makes no errors in grammar, capitalization, punctuation, or spelling to distract the reader from the content.	The writer makes one or two errors in grammar, capitalization, punctuation, or spelling which distracts the reader from the content.	The writer makes three to four errors in grammar, capitalization, punctuation, or spelling to distract the reader from the content.
Word Choice	The writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate and natural.	The writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	The writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.
Voice	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his/her own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well, but connections between other ideas are fuzzy.
Conclusion	The conclusion is strong and leaves readers with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all of the loose ends.	The conclusion is recognizable but does not tie up several loose ends.

Vodcast Rubric

35 marks

Category	5	3	2
Introduction	The introduction is compelling (irresistible effect) and provides motivating content that hooks the audience from the beginning and retains the audience's attention.	The introduction is clear and coherent (understandable), and creates interest in the topic. It also creates a response from the listeners.	The introduction shows some structure, but does not create a strong sense of what is to follow. It may be overly detailed or incomplete and is somewhat appealing to the audience.
Organization	The student presents information in a logical, interesting sequence which the audience can follow. Transitions/connections are smooth. A strong sense of wholeness is conveyed. The conclusion leaves the audience with a strong sense of closure.	The student presents information in a logical sequence which the audience can follow. Important ideas and information are identified and presented in a logical sequence with few lapses. Transitions and connections are made. The closing effectively summarizes the presentation.	The audience has difficulty following the presentation because there is unnecessary information. Big ideas are not specifically identified. There are lapses in the order of ideas. Transitions are weak or missing. The closing demonstrates an attempt to summarize.
Subject Knowledge	Subject knowledge is evident throughout the product (more than required). All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct.	The student is uncomfortable with information. Some subject knowledge is evident.
Visual Aid	The visual aid is readable and attractive from all parts of the room. Graphics are clear and professional looking, and they enhance the message.	The visual aid is readable from all parts of the room. The graphics are neat. An appropriate subject is chosen to represent the message.	The visual aid is not completely accessible to all audience members and may not be appropriate to support the presentation as it is messy.
Speech	The student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear the presentation.	The student's voice is clear. He or she pronounces most words correctly. Most audience members can hear the presentation.	The student's voice is low. He or she incorrectly pronounces terms. Audience members have difficulty hearing the presentation.
Originality	The product shows significant evidence of originality and inventiveness. The majority of the content is fresh, original, and inventive.	The product shows evidence of originality and inventiveness. Some new insights are offered.	There is little evidence of new thought or inventiveness.
Length	five minutes	four to five minutes	two to three minutes

Written Editorial

[illegible]

There is more room for your response on the following page.

MODULE 5: SECTION 1: LESSON 2

Contemporary Global Issues

30 marks

The global problems of conflict, poverty, debt, disease, environment, and human rights are vast subjects. For this assignment you will select specific issues within these general categories. Suggested issues are provided, but you may select others that interest you. You must explore all six of the general problem areas.

For example, for conflict, you can choose to look at piracy, Afghanistan, or South Ossetia as a case study to see how internationalists have tried to resolve the issue. You would also determine whether or not they have been successful. For ongoing issues, what are the prospects for the success of international efforts?

These are possible issues you can explore. You may also choose other global issues of interest.

Poverty <ul style="list-style-type: none"> poverty in Africa or Asia dealing with natural disasters in poor countries 	Disease <ul style="list-style-type: none"> the spread of diseases like SARS and bird flu AIDS in Africa
Environment <ul style="list-style-type: none"> global warming (climate change) ozone depletion resource depletion (e.g., Amazon rainforest) pollution in the ocean 	Conflict <ul style="list-style-type: none"> piracy (e.g., Gulf of Aden, off Somalia) war in Afghanistan, Iraq, South Ossetia, Congo, Sudan, etc. NATO expansion and Russia US missile defence (or National Missile Defence)
Debt <ul style="list-style-type: none"> global trade HIPC (Highly Indebted Poor Countries) G8 or WTO summits 	Human Rights <ul style="list-style-type: none"> child soldiers violence against women

You may use the textbook as a resource, but you are also expected to conduct additional research for this assignment.

Complete “Part 1.” When you are finished, complete “Part 2.”

Part 1 (15 marks)

Conduct research on any six global issues of interest that fit within each of the six general categories. That is, you will research six specific issues—case studies—done for each general category. If you are unsure about what to research, a list of issues is provided earlier in the assignment.

You may NOT select an issue that you have done in any previous assignment. For example, if you worked on peacekeeping in a previous assignment, you will need to choose a different conflict issue to research for this assignment.

Complete the table in point form or in paragraphs. You may do this as a multimedia presentation instead of in the table format.

What is the issue? Why is it a problem? Which countries does it affect? (Research a specific issue of your choice for each of the six general categories below.)	How have internationalists tried to resolve the issue?	How successful have international efforts been? (1 = not very successful; 5 = very successful) Explain your rating. What are your criteria for determining success?
Poverty		
Disease		
Debt		

Environment		
Human Rights		
Conflict		
<p>Works Cited:</p>		

Student:

Assessor: ☐ Self ☐ Peer ☐ Teacher

Contemporary Global Issues Rubric Part 1 (15 marks)

	3	2	1
Summary of issue (column #1)	demonstrates a confident understanding of the six selected issues	demonstrates an acceptable understanding of the six selected issues	demonstrates a confused understanding of the six selected issues and internationalist responses
Summary of internationalist approach (column #2)	demonstrates a confident understanding of internationalist responses	demonstrates an acceptable understanding of the internationalist responses	demonstrates a confused understanding of internationalist responses
Explanation of position (rating and success criteria – column #3)	defense of position is based on convincing, logical arguments and clearly identified criteria	defense of position is based on relevant arguments that may be incompletely developed and are based on criteria	defense of position is based on questionable logic and/or criteria are unclear
Support of position (rating - column #3)	evidence/examples are specific and accurate	evidence/examples are relevant, but may be incompletely developed or contain minor errors	evidence/examples contain serious misconceptions or are superficial
Citations	there are an appropriate number of citations, all of which are correct and relevant	citations are mostly correct but limited in number	citations are incomplete or incorrect

Don't forget to do Part 2.

Part 2 (15 marks)

Write a one-page response to the following question:

Based on your research, and what you have learned in the course so far, Should Canada pursue internationalism to resolve global problems?

Explain your answer. Use examples and/or evidence to support your position and cite your sources.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Student:

Assessor: ☐ Self ☐ Peer ☐ Teacher**Contemporary Global Issues Rubric Part 2 (15 marks)**

	3	2	1
Thesis Statement	precise and effective thesis statement is clearly connected to topic	provides generally effective thesis statement that is mostly connected to topic	provides ineffective thesis statement that has little or no connection to topic
Exploration of Issue	discusses the importance and complexity of the issue with insight and maturity, showing a thorough and internalized understanding of the key ideas	discusses the importance and complexity of the issue with competence, showing a sound understanding of the key ideas	discusses the importance and complexity of the issue with minimal development, showing little or no understanding
Defence and Support of Position	develops compelling and perceptive arguments based on comprehensive examples, demonstrating multiple perspectives	develops meaningful and thoughtful arguments based on relevant examples, demonstrating more than one perspective	develops superficial arguments based on irrelevant or overgeneralized examples, demonstrating limited or inappropriate perspectives
Quality of Language	applies language conventions (spelling, grammar, usage) skillfully to communicate fluently	applies language conventions (spelling, grammar, usage) with considerable accuracy to communicate effectively	applies language conventions (spelling, grammar, usage) with little or no accuracy and communicates unclearly
Citing Sources	citations are accurate, complete and in proper style	citations are accurate and complete	citations are incomplete or incorrect

MODULE 5: SECTION 1 CHALLENGE

Promoting Internationalism

15 marks

The challenge for this section will allow you to express what you have learned in the form of a written response. This response should be approximately three to five pages in length (12 point font, double-spaced).

The promotion of internationalism can lead to a conflict with nationalist priorities.

1. How do each of the following three photographs correspond to an event which may require international involvement?
2. Should nationalism be sacrificed in the interests of internationalism?

Write a response in this Assignment Booklet in which you

- interpret each photo to identify the possible application of internationalism
- explain the ways internationalism may require the surrender of nationalist goals
- evaluate if nationalism should be sacrificed for internationalist goals
- support your response by referring to the photos and/or your understanding of Social Studies

A United Nations Peacekeeper



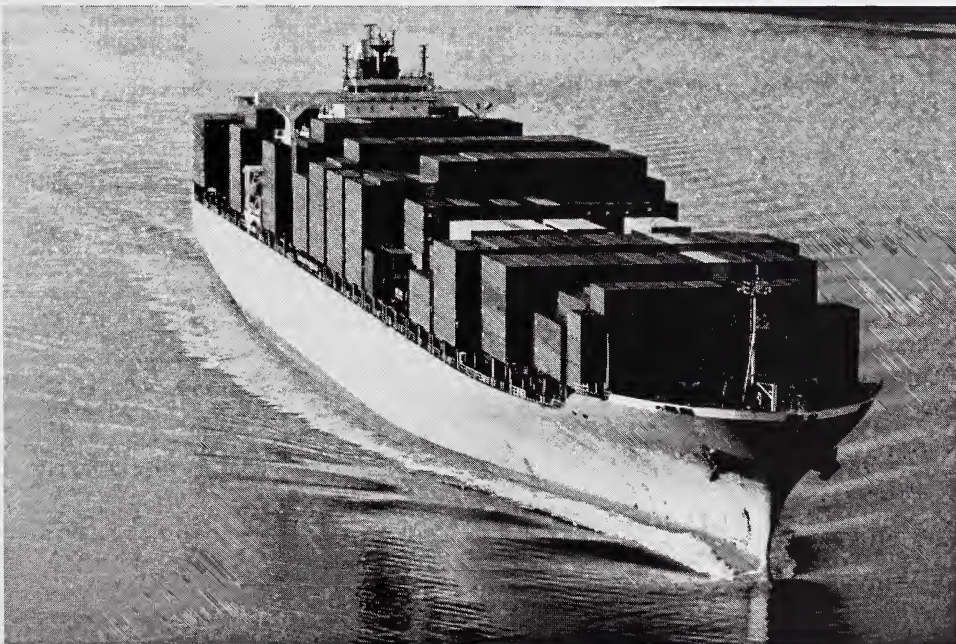
© Department of National Defence, 2009

Poverty in Accra, Ghana



© Peeter Viisimaa/Stockphoto

A Cargo Ship Heading Out of Vancouver



© Steve Rosset/shutterstock

Challenge Rubric (15 marks)

Marks	5	3	2
Interpretation of Sources	The interpretations are insightful and comprehensive. Evidence used to support the response is specific and accurate. Errors, if present, do not detract from the response. The student demonstrates a confident and perceptive understanding of Social Studies knowledge.	The interpretations are valid, but general, and may contain minor misconceptions. Evidence is relevant, but general, and may be incompletely developed, and/or have minor errors. The student demonstrates an acceptable understanding.	The interpretations are over-generalized and may contain substantial misconceptions. Evidence is superficial, may not always be relevant, and may contain significant errors. The student demonstrates a confused understanding.
Defense of Position	The defense is based on one or more convincing, logical arguments. Evidence is specific and accurate and errors, if present, do not detract. The student demonstrates a confident and perceptive understanding of Social Studies knowledge.	The defense of the student's position is based on one or more adequate arguments. The evidence is relevant but general, and may contain minor errors in content. The student demonstrates an acceptable understanding.	Interpretations are over-generalized and may contain substantial misconceptions. Evidence is superficial, may not always be relevant, and may contain significant errors. The student demonstrates a confused understanding.
Communication	The writing is fluent and effectively organized. Vocabulary is precise and effective. There is a confident control of sentence structure and grammar. The occurrence of errors is rare.	The writing is generally clear and functionally organized. Vocabulary is generally accurate but not specific. The writing demonstrates basic control. Errors do not seriously interfere with communication.	Interpretations are over-generalized and may contain substantial misconceptions. Evidence is superficial, may not always be relevant, and may contain significant errors. The student demonstrates a confused understanding.

There is more room for your response on the following page.

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MODULE 5: CHALLENGE TO TAKE ACTION

What Is it Going To Take?

20 marks

Taking Action

Research a problem that members within your school or community are facing. Come up with a plan of action about how to rectify this problem.

The following is an example of a possible school scenario.

- While in your Social Studies 20-2 class, you hear your teacher talk about an organization called Water Can. The teacher goes on to say that the school would be interested in hosting an event about this group, if one student would like to be in charge of organizing the event. You think about the project, and then speak to the teacher at the end of class to volunteer yourself. Your teacher directs you to the website at www.watercan.com.
- On the school bus on your way home, you begin to make a list of information that you will need, along with people within the school who might have the authority to get the project started (e.g., principal, vice-principals, teachers, parents, student union president).
- You create an action plan. In this action plan, list the steps that you would have to take to inform others of your goal.
- List three outcomes that you would like to see come from this plan.

Submit your action plan to your teacher in a podcast, a poster, or in a blog.

Scoring Criteria: Challenge to Take Action (20 marks)

	5	3	2
Informing Yourself About Research on Groups or Associations	The student independently and consistently uses a variety of specific sources to find information. He or she cites all sources used. The student interprets information and draws specific, relevant conclusions about how these relate to providing aid to those in need (war, drought, and/or poverty).	The student uses more than two types of sources to find information and cites the sources independently. He or she interprets information appropriately by drawing general, but relevant, conclusions about how the select organizations relate to providing aid to those in need (war, drought, and/or poverty).	The student uses one source to find information and cites sources improperly. Some minimal prompting from the teacher is required. He or she interprets information with superficial conclusions about how select organizations relate to providing aid to those in need (war, drought, and/or poverty).

Engaging Yourself Participation in an activity that promotes nationalism	The student provides substantial documentation of participation in the activity, with an explicit explanation of how and why providing aid is promoted through such activity.	The student provides generally clear and specific documentation of participation in the activity, with a clear explanation of how and why providing aid is promoted through such activity.	There are evident gaps in documentation of participation in the activity, with a lack of explanation of how and why providing aid is promoted through such activity.
Taking Action Action plan	The student's plan includes a goal which is clear, specific, measurable, and realistic. Also included is a clear statement of the purpose, with a wide variety of suggestions that feature raising awareness. Due to the nature of Water Can, the importance of water conservation and the leadership skills required to promote this project within the school community is also discussed.	The student's plan includes a goal statement that is specific and realistic. Also included is a general statement of purpose with an acceptable number of suggestions that feature raising awareness. Due to the nature of Water Can, the importance of water conservation and the leadership skills required to promote this project within the school community is also discussed.	The student's plan includes a goal, but is unclear or unrealistic. Also included is a vague statement of purpose. The student does suggest some features of raising awareness. Due to the nature of Water Can, the importance of water conservation and the leadership skills required to promote this project within the school community is also discussed.
Podcast	<p>The student has a clever introduction. Clear enunciation and correct grammar is evident. The student provides relevant information and establishes a clear purpose which engages the listener immediately.</p> <p>The student includes a wide variety of appropriate, well-researched, and informative sources. An excellent summary of how the selected organization provides aid to developing countries is also evident.</p>	<p>The student describes the topic and engages the audience as the introduction proceeds. Enunciation is generally clear and grammar is almost always correct. The student includes appropriate and informative quotes from reliable sources. Also provided is a good summary of how this organization provides aid to developing countries.</p>	<p>The podcast is somewhat engaging, although its purpose is vague.</p> <p>Enunciation is, at times, unclear and distracting. Incorrect grammar is also used.</p> <p>The student includes some variety of informative quotes. The podcast could use some editing. The student explains some connections to the organization and how it provides aid to developing countries.</p>
Poster	The poster includes all required elements, as well as additional information. All items of importance on the poster are clearly labeled with labels that can be read from at least one-metre away. All graphics are related to the topic and make the content easy to understand. There are few, if any, grammatical or mechanical errors on the poster.	The poster includes several of the required elements. Almost all of the items of importance on the poster are clearly labelled with labels that can be read from at least one-metre away. The graphics are related to the topic and are visually appealing. There are some grammatical and/or mechanical mistakes found on the poster.	Several of the required elements of the poster are missing. Labels are too small to view, or no important items were labelled. Graphics do not relate to the topic or are poor in quality. The poster is messy and shows little thought. Numerous grammatical and mechanical errors on the poster detract from the message.

Blog	<p>The student's entry clearly responds to the given prompt. The writer has chosen appropriate examples to support his or her topic. The entry has a strong central focus, is coherent, and demonstrates a sound understanding of the topic.</p>	<p>The student's entry mentions the prompt, and relates directly to it. The entry might be missing necessary details. The organization is sometimes confusing. The entry is written in paragraph form, but may be missing a clear opening and/or conclusion. The entry demonstrates an understanding of writing conventions, and has been proofread, though some surface errors remain that do not interfere with meaning. The student demonstrates a good understanding of the topic.</p>	<p>The student's entry does not attend to the prompt. Important details are missing. The entry lacks focus and/or coherence. The entry demonstrates an emerging understanding of the topic. The information provided is incomplete and irrelevant.</p>
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